**7-C-1 Rubric**

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|  | **8** | **6** | **4** | **2** |
| **Content (Activities & Descriptions)** | All activities help traveler to understand deep culture. | Most activities help traveler to understand deep culture. 1-2 do not. | Some activities help traveler to understand deep culture. 3-5 do not. | (Almost) all activities focus on surface culture. Little/no attention to deep culture. |
| **Visuals** | All images/maps are appealing, clear and help to “sell” trip. | Most images/maps are appealing, clear and help to “sell” trip. 1-3 may be unclear or unrelated. | Some images/maps are appealing, clear and help to “sell” trip. 4-7 may be unclear or unrelated. | (Almost) all visuals are unappealing, unclear and/or do not help to “sell” trip. |
| **Persuasiveness** | Narration uses strong verbs/adjectives throughout video and succeeds in being persuasive. | Narration uses strong verbs/adjectives in most of video and is somewhat persuasive. | Narration uses a few strong verbs/adjectives in video and is persuasive at beginning/end. | Narration uses weak verbs/adjectives and is not persuasive. |
| **Problem-Solving** | x | Student makes consistent effort to solve problems independently before seeking outside assistance. | Student makes some effort to solve problems independently before seeking outside assistance. | Student makes little effort to solve problems independently before seeking outside assistance. |
| **Requirements** | Final project includes visuals, maps, narration, citations and peer-review. | Final project is missing 1 component. | Final project is missing 2 components. | Final project is missing 3+ components. |
| **Effort** | Student uses all project time wisely and revises based on peer/teacher input. | Student uses most project time wisely and revises based on teacher input. | Student uses some project time wisely and seeks peer/teacher input. | Student does not use in-class time wisely and does not seek outside input. |